

## Bennettsville Middle

701 Cheraw Street  
Bennettsville, SC 29512

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	544 Students	
<b>Principal</b>	Fannie Mason, Principal Specialist	843-479-5941
<b>Superintendent</b>	Dr. David A. Sherbine	843-479-4016
<b>Board Chair</b>	Mr. Ronald B. Henegan	843-479-7838

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	0	4	8

### IMPROVEMENT RATING

UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

NO

This school met 6 out of 20 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Unsatisfactory	Below Average	N/A
<b>2003</b>	Unsatisfactory	Unsatisfactory	No
<b>2004</b>	Unsatisfactory	Average	No
<b>2005</b>	Unsatisfactory	Unsatisfactory	No

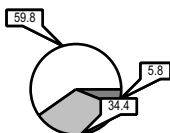
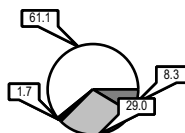
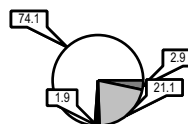
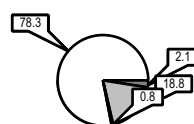
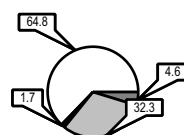
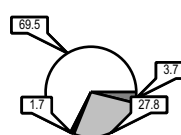
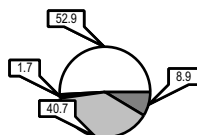
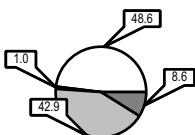
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.3%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	514	96.3	57.7	35.9	6.4	0.0	12.5	No	Yes
<b>Gender</b>									
Male	281	95.4	65.0	28.8	6.2	0.0	11.3		
Female	233	97.4	49.1	44.4	6.5	0.0	14.0		
<b>Racial/Ethnic Group</b>									
White	88	89.8	45.3	38.7	16.0	0.0	18.7	No	No
African American	418	97.6	60.3	35.1	4.6	0.0	11.5	No	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	442	99.8	55.6	38.5	5.9	0.0	13.1		
Disabled	72	75.0	76.0	14.0	10.0	0.0	8.0	No	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	514	96.3	57.7	35.9	6.4	0.0	12.5		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	514	96.3	57.7	35.9	6.4	0.0	12.5		
<b>Socio-Economic Status</b>									
Subsidized meals	513	96.3	57.7	35.9	6.4	0.0	12.5	No	Yes
Full-pay meals	1	100.0	N/A	N/A	N/A	N/A	N/A		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	514	95.7	59.1	30.3	8.5	2.1	16.8	No	Yes
<b>Gender</b>									
Male	281	94.0	59.8	29.5	7.1	3.5	16.5		
Female	233	97.9	58.1	31.2	10.2	0.5	17.2		
<b>Racial/Ethnic Group</b>									
White	88	88.6	58.1	23.0	13.5	5.4	24.3	No	No
African American	418	97.1	59.6	31.6	7.2	1.5	15.2	No	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	442	99.8	57.2	31.4	9.5	1.9	17.8		
Disabled	72	70.8	75.0	20.8	0.0	4.2	8.3	I/S	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	514	95.7	59.1	30.3	8.5	2.1	16.8		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	514	95.7	59.1	30.3	8.5	2.1	16.8		
<b>Socio-Economic Status</b>									
Subsidized meals	513	95.7	59.1	30.3	8.5	2.1	16.8	No	Yes
Full-pay meals	1	100.0	N/A	N/A	N/A	N/A	N/A		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	514	96.7	72.7	22.0	3.4	1.9	5.3
<b>Gender</b>							
Male	281	95.7	73.5	18.7	4.7	3.1	7.8
Female	233	97.9	71.6	26.0	1.9	0.5	2.3
<b>Racial/Ethnic Group</b>							
White	88	88.6	59.5	23.0	12.2	5.4	17.6
African American	418	98.3	75.8	21.7	1.5	1.0	2.6
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	442	99.8	70.8	23.8	3.3	2.1	5.5
Disabled	72	77.8	88.2	7.8	3.9	0.0	3.9
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	514	96.7	72.7	22.0	3.4	1.9	5.3
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	514	96.7	72.7	22.0	3.4	1.9	5.3
<b>Socio-Economic Status</b>							
Subsidized meals	513	96.7	72.7	22.0	3.4	1.9	5.3
Full-pay meals	1	100.0	N/A	N/A	N/A	N/A	N/A

<b>Social Studies</b>							
All Students	514	96.9	77.2	19.5	2.3	1.1	3.4
<b>Gender</b>							
Male	281	96.1	77.5	18.6	3.1	0.8	3.9
Female	233	97.9	76.7	20.5	1.4	1.4	2.8
<b>Racial/Ethnic Group</b>							
White	88	89.8	62.7	33.3	0.0	4.0	4.0
African American	418	98.3	80.1	16.8	2.6	0.5	3.1
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	442	100.0	76.5	20.1	2.4	0.9	3.3
Disabled	72	77.8	82.4	13.7	2.0	2.0	3.9
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	514	96.9	77.2	19.5	2.3	1.1	3.4
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	514	96.9	77.2	19.5	2.3	1.1	3.4
<b>Socio-Economic Status</b>							
Subsidized meals	513	96.9	77.2	19.5	2.3	1.1	3.4
Full-pay meals	1	100.0	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	159	100.0	75.0	18.4	6.6	N/A	6.6
	7	176	92.6	58.2	38.6	3.2	N/A	3.2
	8	145	97.9	50.0	39.1	9.4	1.4	10.9
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	181	96.7	62.0	31.6	6.3	0.0	6.3
	7	166	98.8	57.8	39.6	2.6	0.0	2.6
	8	167	93.4	55.2	37.1	7.7	0.0	7.7
<b>Mathematics</b>								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	159	100.0	54.6	34.2	8.6	2.6	11.2
	7	176	93.2	57.9	33.3	5.0	3.8	8.8
	8	145	97.9	63.0	30.4	3.6	2.9	6.5
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	181	95.6	53.5	32.7	11.3	2.5	13.8
	7	166	98.2	59.7	29.2	8.4	2.6	11.0
	8	167	93.4	65.0	28.7	6.3	0.0	6.3
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	181	98.3	72.5	19.4	5.0	3.1	8.1
	7	166	98.2	72.5	22.2	3.3	2.0	5.2
	8	167	93.4	72.7	25.9	0.7	0.7	1.4
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	181	98.3	77.5	18.8	3.1	0.6	3.8
	7	166	98.8	81.2	16.2	1.3	1.3	2.6
	8	167	93.4	72.7	24.5	2.1	0.7	2.8

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 544)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	3.7%	Down from 6.0%	7.1%	15.5%
Retention rate	5.4%	Up from 2.6%	5.4%	3.0%
Attendance rate	94.1%	Down from 94.8%	95.5%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.2%	Down from 6.3%	9.2%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.7%	Down from 6.2%	6.7%	4.6%
Eligible for gifted and talented	5.0%	Up from 4.8%	5.0%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	13.6%	Down from 18.0%	13.7%	13.6%
Older than usual for grade	8.8%	Up from 8.3%	8.8%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.8%	Down from 3.3%	1.4%	0.8%
Annual dropout rate	0.3%	Up from 0.0%	0.2%	0.0%
<b>Teachers (n= 37)</b>				
Teachers with advanced degrees	32.4%	Down from 34.3%	50.0%	51.8%
Continuing contract teachers	73.0%	Up from 71.4%	68.4%	78.1%
Highly qualified teachers	83.3%	Down from 87.0%	87.2%	89.6%
Teachers with emergency or provisional certificates	9.7%	Up from 0.0%	14.3%	6.0%
Teachers returning from previous year	77.0%	Up from 73.4%	75.9%	85.4%
Teacher attendance rate	93.4%	Up from 92.4%	94.5%	94.9%
Average teacher salary	\$37,760	Up 1.9%	\$40,046	\$41,328
Prof. development days/teacher	14.4 days	Down from 21.6 days	11.1 days	11.5 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	19.0 to 1	Down from 23.2 to 1	17.7 to 1	21.3 to 1
Prime instructional time	85.5%	Up from 85.1%	86.6%	89.3%
Dollars spent per pupil*	\$7,387	Up 13.7%	\$9,053	\$6,022
Percent of expenditures for teacher salaries*	50.0%	Down from 50.9%	58.2%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.7%	Down from 98.8%	83.6%	96.1%
SACS accreditation	Yes	No change	No	Yes
Character development program	Good	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	92.4%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

2004-05 was a very positive and productive year for Bennettsville Middle School. The administration and instructional staff received ongoing site-based professional development with follow-up on the components of the America's Choice Design for School Reform, Curriculum Mapping Phases III and IV, and the development of a performance task assessment with checklist and rubrics. Emphasis was also continued on the seven correlates of effective schools. The America's Choice Leadership team met weekly to plan the strategies and activities necessary to insure continued school improvement. The annual Twenty-Five Book Campaign was again a tremendous success with over 200 students rising to the challenge to read twenty-five books or book equivalents. Two students qualified for the South Carolina Junior Scholars Program, and two students were winners in the Regional Langston Hughes Poetry Contest held at Francis Marion University.

2004-05 saw the opening of the Marlboro Applied Science School on the BMS campus. Four core subject teachers came together to prepare an innovative science magnet for approximately 70 students in grades 6-8. The cornerstones of the program were multi-age classes, inquiry-based learning, and team planning. One of the highlights of the first MASS school year was a field trip to Sea World, the Astronaut Hall of Fame at the Kennedy Space Center, and the Island of Adventure in Florida.

An effective after-school program, Homework Center, and Saturday Academy provided the support students needed for comprehensive remediation. To emphasize literacy, students participated in the Sixteenth National African American Read-In Chain with a diverse field of readers from the community. The year saw a tremendous increase in the usage of technology in the classrooms. From exposure to streaming videos to students creating lessons to share with their peers via PowerPoint, an impressive range of technology was integrated into the curriculum. The school enjoys one of the district's most progressive school Web sites. Thus communication between the school and both parents and the community has never been better. Community resources and assemblies, featuring a character education motivational speaker, a band of Tuscarora Native Americans, a former professional baseball player, and the school band and chorus, have brought many learning opportunities to BMS/MASS students.

The BMS administration and faculty are committed to providing quality teaching and continuous improvement in student achievement. We pledge to continue the use of best practices as our instructional focus to meet the identified needs of each student. 2004-05 was a productive year at BMS. 2005-06 will be even better.

Tommy Clark, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	37	114	52
Percent satisfied with learning environment	54.1%	65.8%	53.8%
Percent satisfied with social and physical environment	54.1%	66.1%	50.0%
Percent satisfied with school-home relations	16.7%	84.3%	51.0%

\*Only students at the highest middle school grade level at this school and their parents were included.